DOCUMENT RESUME

ED 174 755 CE 021 335

TITLE	Adult Career Advocates Training Program. Executive Summary.
INSTITUTION	Northwestern Univ., Evanston, Ill.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Dec 78
GRANT	OE-7-0695-0
NOTE	36p.; Document prepared through the Adult Advocates Career Program
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adult Counseling; Adult Programs; Adults; Career Choice; *Career Development; Counseling Services; *Counselor Role; Counselors; Employment Counselors; *Guidance Centers; *Out of School Youth; Trend Analysis; Vocational Counseling

ABSTRACT

The adult advocates study attempted to determine what counseling services for out-of-school youth and adults are available nationally in operational centers and to observe the practices of the centers in order to ascertain the degree to which individuals are helped through transition periods. The main components of the counseling centers are (1) to present labor market information; (2) to help interpret information; (3) to help the person examine attitudes, interests, and values; and (4) to provide information regarding education and training. Among the counseling centers discovered were those in community colleges, libraries, self-help groups, community based organizations, computer programs, and network organizations. Funding, marketing, and evaluation were consistantly reported to be the main problems encountered by the counseling centers. In addition, the findings indicate that the adult advocate will have to be a composite of the learning consultant, labor market intermediary, and personal counselor. (The various components of the advocate function including new professional roles, functions, information required, and specific tasks are presented in chart form. An annotated list of exemplary programs is also provided.) (LRA)

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ADULT CAREER ADVOCATES TRAINING PROGRAM

Executive Summary

Northwestern University - Adult Advocates Career Program

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Grant Number 7-0695-0

Department of Health, Education and Welfare
Department of Education

Special Community Services and Continuing Education Program

December, 1978

CE 021 335

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Background

In 1977 the annual report of the National Advisory Council on Extension and Continuing Education contained the following recommendation:

> There should be available to all adults, as a right, access to counseling services to assist them in preparation for work. Information about, and referrals to, education and career opportunities and resources should be available, as well as technical assistance, to help people with career planning.

The philosophy expressed in this statement served as the impetus for a study commenced at Northwestern University in October, 1977, to determine what counseling services for out-of-school youth and adults are available nationally. The task of the Adult Advocates Project has been to locate operational centers and to describe the services offered. As a result, over 350 centers have been identified and queried regarding their policies and practices. The purpose of the study has been to observe the practices of the centers in order to ascertain the degree to which individuals are helped through transition periods. We have sought to identify the practices most successful in providing support and information necessary for informed choice and which ultimately prepare the individual to undertake the process of obtaining and interpreting information, mobilizing resources, and choosing a course of action.

The Need for Adult Advocacy

The magnitude of labor market mobility has severe implications for those individuals who experience multiple transitions over the life span. Yet, the great majority of persons needing assistance are outside the formal structures which provide career information and guidance. Once a person has left the traditional school framework, he is without access to guidance with respect to education (including training and retraining) and career decision-making.

Job selection for adults has traditionally been contracted for with placement or employment agencies. Counseling centers, even those that list job referral or placement among their services, are different from the single-purposed employment agency which helps the individual find another job doing approximately what he was doing before. Advisement that purports to offer career assistance ideally suggests new options for consideration, and ways to translate skills from one occupation to another. Employment placement is a single transaction that connects a person and a job. Career counseling is an introduction to a process in which the self is probed to determine attitudes and values and personal and economic realities are balanced against job demands and opportunities. The outcome of the counseling process is an individual capable of making intelligent decisions among clearly defined and understood options.

Career choice is obviously important to the individual in terms of lifestyle and opportunities for self-actualization. That career choice has ramifications for the economy as a whole is a concept becoming more understood and appreciated. Occupational choice influences economic growth, productivity and hopefully prevents manpower surpluses which add to unemployment or to manpower bottlenecks.

Awareness of the broader implications of individual occupational choice has contributed to the fact that career and educational guidance has become a top priority of HEW and the Department of Labor. A 1977 amendment to the Higher Education Act of 1965 calls for the establishment of Educational Information Centers to "provide educational information, guidance and referral services for all individuals, including individuals residing in rural areas". The Department of Labor has promoted and funded Educational Opportunity Centers for economically disadvantaged persons. Computer-based Occupational Information Systems have also

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been supported by the Department of Labor in cooperation with those states willing to match funds.

Services Provided

Assistance in finding the answers to adult questions and in crystallizing a goal is the avowed purpose of most centers. Thus, stated broadly, the components of the centers (granted there are variations in emphasis and in accomplishment across the country) can be summarized as:

1. Presentation of accurate, up-to-date labor market information which includes the tasks, skills and credentials associated with jobs.
2. Interpretation of information which includes helping to develop criteria for evaluation and comparison. The individual needs to know what is available at what cost--emotionally and financially. The counselor offers tools for understanding the implications expressed in stated earnings, fringe benefits and opportunities for advancement.
3. Examination of attitudes, interests and values. The counselor assists in introspection. What is important to you as an individual? What are your goals? Ultimately there needs to be an assessment of the achieveability of goals given age, time, family obligations and level of commitment.
4. Information regarding education and training. The counselor's role here is to help the individual find training and education opportunities commensurate with goals that are reasonable in terms of time commitments and constraints and are compatible with financial resources.

Advocacy centers help individuals to dispel discouragement and feelings of powerlessness in the face of change. Counselors help to put constraints, barriers

and possibilities in perspective. Further, they help to unlock the maze of opportunities for education and work. If the individual is to work out for himself considerations of "net advantage"* he must have information about wages, hours and working conditions, opportunities for promotions, what wages will buy in particular locations, area growth or decline, and real costs and benefits of continuing education and training. Continuous, productive and satisfying employment over the lifetime increasingly requires guidance of this kind.

Sponsoring Agencies

Response to these guidance needs is coming in a variety of forms. In recent years many community colleges have initiated career counseling centers for adults. Colleges have inaugurated workshops and seminars to help adults identify skills, prepare for job interviews, write resumes, make career decisions, and track down jobs. Special workshops are sometimes offered for certain occupational categories, such as teaching, which are undergoing drastic reductions in demand.

A typical evolution of an adult career counseling center at a community college begins with awareness of the influx of women students on campus. A woman's program ensues which aids these returning students. Subsequently husbands and other males in transition show interest in the services. An adult career program is established. Ultimately, older adults who seek educational and/or retraining opportunities are included and either a Senior Center is created or a senior component is added to the Career Center. Some community colleges and universities have established elaborate outreach programs for potentially interested persons in distant areas.

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* Frank H. Cassell, Professor at Northwestern University Graduate School of Management has updated the theories of Adam Smith formulated in 1776. Smith believed that under ideal conditions where total information was available to all, people made employment decisions based on relevant information concerning, costs, profits, and opportunities. Cassell expands these preliminary considerations to account for the more complicated arena, two centuries later, in which employer and employee seek to maximize their advantages.

While many women's programs have been absorbed into Adult Resource Centers, many others, both within community colleges and outside them, have remained intact. YWCAs have either sponsored or provided space for women's centers, universities have sponsored or permitted women's programs to develop on campuses, and groups of women have formed organizations with the purpose of helping other women to cope with educational and career decision-making.

The shifting nature of the work world frequently prompts individuals to seek more education. As new technologies create and eliminate jobs, some fields become overcrowded while others are depleted. The necessity to be trained and credentialed in order to be fit for new work assignments becomes the stimulus for a return to the classroom.

However, an adult returning to school after a hiatus in his education knows little about the educational opportunities available. He or she is unaware of new degree options and their implications in the labor market, unaware of savings in time and cost of vocational training through opportunities to shorten training requirements with experiential assessment and skill testing, unaware of newer flexible training opportunities such as competency-based instructional programs, contract learning, weekend colleges, universities without walls, arrangements for off-campus and community-based instruction and media programs.

Filling the gap in educational awareness is a growing number of educational brokers--intermediaries that link inquiring adults with the resources that are appropriate to their needs and goals. The 1978 Directory published by the National Center for Educational Brokering lists 215 sites in 41 states. Brokers are mostly independent agencies, degree granting institutions or consortia of institutions, with some that are computer-based, telephone information services or library sponsored.

Libraries are emerging as a significant link in the provision of counseling services not only as educational brokers but as career and employment centers as well. Libraries are comfortable and neutral settings, rich in informational resources. When further augmented by professionals trained to provide support and guidance, libraries are natural sites for educational and career counseling.

Among the other types of counseling centers discovered in the year-long survey are self-help groups, community-based organizations and computer programs. Self-help groups are held together by volunteers and are usually housed in Employment Service offices or in other governmental agencies. Community-based groups are usually the result of a coalition of private enterprise, governmental agencies and/or educational institutions. Computer programs, because of the initial costs, have been sponsored by Federal departments in conjunction with universities or state labor or educational departments. For the most part, computer services are contracted for by schools and agencies rather than made available to individuals directly.

Many of the Centers which have become operational in the last few years have affiliated with Network Organizations such as Catalyst or the National Center for Educational Brokers. Other Centers have come into being as a direct result of funding made available by Federal or State departments of Labor or Education. Being part of a network or centralized system offers support and credibility, particularly to fledgling programs. Under the auspices of the core staff the Centers are furnished with technical assistance, news of their counterpart's activities (through bulletins or newsletters), information or suggestions of resources, and materials--tests, pamphlets, etc. Figure 1 describes the principle network organizations encountered in the Adult Advocate Study.

NETWORKS

Figure 1

Network	Purpose	Affiliates	Services Provided
CATALYST New York City	Helping women to choose, launch or advance in careers. National and local services.	150+	Network exchange newsletter. Technical assistance. Regional Conferences on Careers, Publications and Career Planning. Resource Library. Assistance to Corporations in finding women to serve on boards.
NCEB National Center for Educational Brokering Washington, D.C. and Syracuse, N.Y.	Advisement, assessment and advocacy for adults	215 sites	Foster educational brokers-those organizations which match adult students with appropriate educational programs. Bulletin, Consulting Network, Directory
EOC Educational Opportunity Centers Washington, D.C.	Created in Educational Amendments of 1972 for students from disadvantaged backgrounds	13 Centers	Sponsor Centers which: 1) Collect and disseminate information 2) Provide counseling on career opportunities 3) Assist admission to higher education 4) Encourage pursuit of higher education
MWEP Minority Women Employment Program New York City	Serves minority women with college degrees or equivalent who seek professional, technical or managerial positions in private industry	8 cities	Foster Centers which provide: 1) Selective screening 2) Placement assistance 3) Supportive services - test preparation, resume writing and career counseling
OIS Occupational Information Systems - now - CIS Career Information Services Washington, D.C.	Grants from DOL to 8 states to develop computer-based programs for out-of-school youths and students	8 states	Sponsor programs which: 1) Help user understand range of career options 2) Make user aware of occupations likely to be personally satisfying. 3) Encourage occupational exploration 4) Increase awareness of information sources 5) Support career education, employment counseling and manpower/education planning

NETWORKS (Continued)

Figure 1 "

Network	Purpose	Affiliates	Services Provided
National Manpower Institute Education Work Councils Washington, D.C.	Work-Education Consortiums fostered by National Manpower Institutions and DOL	21	Develop concept of shared responsibility between education system and the business-labor-industry community. Assist in process of creating education-work councils. Promote sound, effective programs which assist youth and adults in managing transitions between school and work.

Problems Encountered

No matter who the sponsoring organization or network affiliate is, the Centers consistently report the same three problem areas: funding, marketing, and evaluation.

Maintaining sufficient funding is a never ending concern. No sooner is a grant secured than additional support sources need to be explored. Multi-funding sources must be coordinated if Centers are to provide services at no or low cost to users.

While most reporting centers indicate that there is a vast population to be served, many lament their inability to reach their targeted population with word of the Center's existence and objectives. Disseminating information regarding services available requires marketing skills not usually part of the repertoire of Center staff, yet it is an essential ingredient if a Center is to be self-sustaining.

The pressure of work distributed among too few counselors usually reduces the importance attached to evaluation. Poor record-keeping and lack of time for follow-up counterbalances the need to know which techniques are effective and which are not. Dependable, on-going evaluation programs need to be instigated and routinized.

Even though not specifically cited by Center personnel, but nevertheless a problem evident to a close observer, is the training and preparation of professionals who would counsel adults. It is not enough for a counselor to be kind, sympathetic and empathetic, he or she must also be informed and skilled in non-directive counseling techniques that encourage participants to be self-initiating.

New Professional Roles

Apparent from the research is that a new kind of professional is emerging--one who is a composite of the learning consultant, the labor market intermediary, and a personal counselor. Training for this new professional needs to include knowledge of the labor market, the mission and function of governmental and private agencies, and the means to effect linkages between and among agencies.

The Advocate is actually an embodiment of several roles: labor market intermediary, learning consultant or educational broker, personal counselor, diagnostician, work/training supervisor, networker or linking agent, and researcher. Related competencies in fund raising and marketing are frequently essential also.

Whether viewed as a composite role or as a set of interlocking job categories, the advocacy function requires an amalgam of skills and knowledge that overlap several disciplines, among which are: psychology, sociology, management and education. There are few, if any, training programs that include the diverse learning experiences necessary for the development of adult advocates capable of performing the multiple tasks dictated by the role. Concern for the continuous development of these new professionals is expected to grow. The hard core unemployed continue to require help and new labor market fluctuations require sophisticated response.

Figure 2 is an effort to draw together the various components of the advocate function in order to visualize the elements singly and in concert, and to appreciate the complexity (and desirability) of achieving a composite.

NEW PROFESSIONAL ROLE(S)

Figure 2

Role	Function	Information Required	Specific Tasks
Advocate (composite of all or at least substantial portions of each of the following)	Provide information about careers, educational opportunities. Assist in decision-making. Create climate of support for career change activities with educational institutions, community leaders, government agencies. Disseminate information to target population regarding services available. Secure on-going financial support to maintain and expand activities. Promote research and evaluation programs.	Occupational forecasts, manpower needs, broken down locally. Characteristics of special populations differentiated by: age, sex, race, ethnicity. Special needs of alcoholic, handicapped, drug addict, offender, veteran, migrant. Employer expectations: job readiness skills, work attitudes, job skills. Educational institution offerings and expectations.	Present accurate, updated information to users. Provide non-directive counseling that encourages self-exploration and individual choice making. Translate skills from one arena to another. Network or establish linkages for referral and coalitions of mutual interest. Market services to appropriate audience Arrange for funding.
Labor Market Intermediary *	Provide person with job information and access. Serve as liaison between supply pool and demand (bring person and job together). Overcome stereotypes and prejudices of employers and employees. Coordinate support-providing organizations.	Job opportunities in private and public sector. Levels of professional or technical knowledge expected per job category. Government services (CETA, ES, Professional Associations). Internal labor markets. Organization rules and work environments. Wages, hours of work, working conditions.	Interpret labor market data. Determine employment readiness. Determine vocational skills. Assist in decision-making - examination of values - analysis of opportunities - assessment of strengths and limitations - mobilization of resources.

* Adapted from CETA Labor Market Operations Model developed by Frank H. Cassell, Professor of Industrial Relations, Northwestern University, 1976.

Figure 2
(continued)

Role	Function	Information Required	Specific Tasks
Labor Market Intermediary (continued)		E.E.O. rules and regulations. Referral agencies for day care, housing, family service, transportation (handicapped). Referral services remedial education -writing, reading and language. Alternative work options: - flextime - job sharing - four day work week - part-time. Apprenticeship programs. Training for non-traditional jobs (women). OJT programs. PSE transitional job opportunities. Tuition aid opportunities.	Coach for job procurement: - interviewing - resume writing - application procedures. Help individuals to market themselves. Break cycle of failure of individuals. Orient and support individuals during early work stages. Provide strategies for advancement and career mobility.
Personal Counselor	Prepare individuals for education/career. Assist with career advancement. Provide coping help. Help manage stress. Provide support for adjustment to career change, particularly loss of job. Facilitate job re-entry.	Developmental tasks or stages throughout the life span. Educational opportunities. Employment possibilities. Training or apprenticeship programs. Day care availability. Family assistance agencies for children and aging parents.	Assist in values clarification. Present accurate, updated information consistent with client concerns. Interpret labor market data in terms of local conditions. Assist in decision-making: examination of interests, aptitudes and skills in relation to opportunities.

Figure 2
(continued)

Role	Function	Information Required	Specific Tasks
Personal Counselor (continued)	Assist in peer and supervisor training.		Help individual develop career plans. Provide workshops in such topics as: - pre-retirement planning - parenting - assertiveness - financial management - living alone - consumer education.
Learning Consultant*	Act as clearinghouse for information regarding educational programs. Provide academic advisement. Serve as liaison between education institution and prospective students. Facilitate transition to classroom. Assist in systematic assessment of life/work experiences in terms of academic requirements.	Variety of educational resources available including alternative modes; i.e., external degree programs. Work/learning options. Credit for life experience options. Scholarship, financial aid. Institutional regulations: - what constitutes full-time status - fee structure - degree requirements. GED and CLEP testing. Requirements of veteran assistance programs. Aids for handicapped students.	Explain options. Assist with goal setting. Assist with student assessment of skills. Help to identify gap between what is sought and current situation. Help individual choose program or institution best suited to attainment of goals. Provide support and on-going academic guidance. Translate work and life learning into academic credit. Offer such workshops as: - back to school skill acquisition - math anxiety - writing refreshment - GED and CLEP preparation

* Adapted from Donn F. Vickers, "The Learning Consultant: A Response to the External Degree Learner", Journal of Higher Education,

Figure 2
(continued)

Role	Function	Information Required	Specific Tasks
Diagnostician	Evaluate competencies. Assess interests, aptitudes, and skills. Refer for training education.	Basic competency levels: - reading - comprehension of instructions - computation and basic math - language(ability to understand direction and ability to communicate understanding .) Tests or battery of tests that assess attitudes, aptitudes and skill levels. Occupational possibilities, skills, wages, work environments, job responsibilities.	Tailor tests to individual situations. Analyze test results. Interpret tests in light of interviews. Evaluate and recommend training. and skill attainment efforts that will lead to employment.
Work/Training Supervisor	Monitor participant progress through training or during first weeks on job. Act as liaison between employer and employee, teacher and student. Refer individual (where needed) to appropriate supportive agency.	Employer expectations (skills, attitudes). Characteristics of work environment. Roster of supportive services.	Conduct job readiness workshops. Provide knowledge or work environment. Create awareness of internal operations and opportunities for advancement. Provide support and encouragement.

Figure 2
(continued)

Role	Function	Information Required	Specific Tasks
Network or Linkage Agent	Establish referral network for remedial health services: medical, dental, optical, psychological. Set up contacts with employers for job placement.	Chain of command in linking agency. Accountability requirements. Reporting procedures.	Exchange visits with counterparts in linking agency. Share information. Coordinate efforts. Reduce duplication. Eliminate bureaucratic red tape Reduce risks mutually. Arrange for articulation in reporting and information transmittal.
Researcher	Conduct local labor market surveys. Investigate alternative modes of presenting services. Evaluate impact of current services on participants Recommend corrective practices.	Data resources. Research methodologies. Evaluation methodologies.	Maintain data bank of current, relevant information. Design procedures for evaluation. Collect, analyze and interpret results of research projects. Disseminate findings.
Trainer (volunteers, peer counselors, paraprofessionals)	Select "good" candidates for training. Develop Training Manual of Necessary Skills. Conduct training courses. Monitor "non-professional counselors". Evaluate effectiveness of training program.	Basic performance skills required: - information - human relations. Techniques or strategies that work with different populations.	Develop manual or training approach. Provide workshops. Maintain supportive role with trainees. Schedule refresher or in-service development workshops.

Trends and Patterns

Certain trends are clearly discernible as data is collected from Centers and as Center activities are observed and studied. Apparent is a significant interest in career planning and, from a broader perspective, life planning. There is a great involvement at many levels in developing one's own potential. This concern leads to the desire to shape an education/work plan. Once a direction is forged, the individual can achieve continuity in training and learning efforts which will prepare and credential him for the occupations he seeks. Figure 3 illustrates current programmatic emphases, projections for the future, and new offerings reflective of developing needs.

There is widespread interest in broadening career awareness and a willingness to consider a variety of job possibilities including occupations that have been considered non-traditional or unconventional. In this vein, women are being trained for the construction trades and middle-class men are entering nursing and secretarial training programs.

The early endeavors to provide assistance and support for adults in transition have largely been supported by federal and state grants. There is, however, evidence of a diminishment of funding from these sources. CETA monies have been reduced and other funding sources are shifting priorities. As a result, alternative methods of maintaining financial viability will have to be explored.

The Centers described in Figure 4 as "exemplary" epitomize the various types of Centers existing nationally. The administrative structure and the programs offered are noteworthy in that these Centers have formulated policies and practices that seem to work well currently. How these operations and others will continue to overcome the problems and barriers is dependent on future research.

Figure 3

Services

Important in Present Program (in rank order)	Project Need in Future (in rank order)	New Offerings (most often cited)
Information on Educational Programs	CLEP Testing	Lifelong Career Planning Workshops
Interest Testing	Apprentice	Alternative Career Options for Teachers
CLEP Preparation	G E D Testing	Training Peer, Para-professionals, Volunteers and Outreach Workers
Career Counseling	Job Placement	Adult Student Orientation Study Skills
Resume Writing	Aptitude Testing	Job Fairs
Occupational Training Information		Employers Forum
Information Regarding Basic Skills		Stress and Coping Workshops
G E D Preparation		Outplacement Counseling
Information on Occupations and Careers		Assertive Training
Aptitude Testing		
Job Interview Skills		
Financial Aid and Scholarship Information		
Job Listings		
Job Placement		
Apprenticeship		

Figure 4

Exemplary Programs

Name	Distinguishing Characteristics	Sponsorship	Network Affiliation	Population Served	Staff	Cost to Participants	Contact Person
COMMUNITY COLLEGES							
Adult Career Resource Center - Oakton Community College (Morton Grove, Illinois)	Comprehensive - age, ethnicity, sex. Outreach into community. Breadth of workshop, course and seminar offerings.	Community college. Special grants. Tuition for courses.	Catalyst	District and out of district	Professional	Seminar and course fees. Counseling at no cost except for out of district.	Patricia Handzel
Community College of Philadelphia (Philadelphia, Pennsylvania)	Program for preparation of Peer Counselors.	Community college. Special grants.	NCEB	Students-community college.	Faculty part-time	None	Sandra Kunz
UNIVERSITIES							
Community-Based Counseling for Adults University of Wisconsin, Madison, Wisconsin)	Outreach network staffed by trained paraprofessionals.	University. Fee for services. Grants.	NCEB	State of Wisconsin.	Trained para-professionals.	No cost.	Carmen Thompson
Mid-Career Counseling Center (SUNY, Long Island, Stony Brook, New York)	Non-credit 8-week course includes aptitude testing, small group discussions, speakers, resume writing, individual counseling	University. Libraries. State grant.	Catalyst NCEB	Men and women primarily in Long Island.	Part-time faculty SUNY	Course fee of $50	Alan Entine

Figure 4

Exemplary Programs (Continued)

Name	Distinguishing Characteristics	Sponsorship	Population Served	Staff	Cost to Participants	Contact Person
WOMEN'S PROGRAMS						
Better Jobs for Women Denver, Colorado	Outreach program for recruiting, counseling and placing women into apprenticeships in the skilled trades.	Joint efforts of YWCA of Metropolitan Denver and Region VIII Office of the Bureau of Apprenticeship and Training	Economically disadvantaged women 50 new enrollees a month. (70-80% retention rate)	5 full time professionals	No cost	Sandy Carruthers Director
Wider Opportunities for Women Washington, D.C.	Comprehensive services for women-counseling to job placement. Emphasis on job development and support after placement.	Grants from: DC Dept. of Manpower HEW, DC Criminal Justice Coordinating Board and Private Foundations	Women	Professional	Work Center Membership Fees, Walk-in free use of library. Other fees vary per program	Jane Fleming Co-Director
Career Planning Center Los Angeles, California	Comprehensive services include: individualized counseling job listings and referrals, workshops and seminars and displaced homemaker program	Grants - State and Federal. Memberships. CETA Employer Donations	Women	Professional	No cost counseling Seminars & Workshops require tuition	Madalyn Blake Director Center Services
Women's Educational and Industrial Union (1877- Boston, Mass. (Catalyst affiliated)	Comprehensive services for women include: Placement, Counseling, job listings, workshops and seminars	Tuition for courses and workshops. Placement fees. Revenue from gift shop.	Women-for the most part college educated.	Professional	Tuition varies per course	Persis Blanchard

Figure 4
Exemplary Programs (Continued)

Name	Distinguishing Characteristics	Sponsorship	Population Served	Staff	Cost to Participants	Contact Person
LIBRARIES						
HELAS Higher Education Library Advisory Service New York State	Provides information, advice and referral to post-secondary educational opportunities utilizing library sites and resources	Board of Regents of the University of the State of N.Y. and four Public Libraries (Corning, Schenectady, N.Y., Queens Borough Public Libraries)	All who inquire	Professional librarians trained for special service	No cost	Patricia Dyer, Project Director
Lifelong Learning Centers Philadelphia and Reading, Pa.	Assists out-of-school adults with career and education planning. Individual advisement, workshops, and electronic retrieval of education and career information through computer system	Pennsylvania Dept. of Education and The Free Library of Philadelphia and Reading Public Library	All who inquire	Professionally trained Educational Consultants	No cost	Joseph Bard, Pennsylvania Dept. of Education
SELF-HELP						
NE-VEST New England Volunteer Employment Service Team Waltham, Mass	Self-help group staffed by volunteers. Active job development Workshops-resumé writing, interviewing (closed circuit TV)	Employment Service Office space provided. Some funding DOL Mostly volunteer	Unemployed Professionals	Volunteers	No cost Obligation to volunteer time staffing office	Ann Gallup
Experience Unlimited Oakland California	Counseling, newsletter to 5000 employers, workshops in resumé writing, interviewing, Civil Service information	Employment Development Department	Men and Women Unemployed Professionals, 35-55 new people each week	Volunteers	No cost Each member obliged to spend 4 hours	Rotating Membership

Figure 4

Exemplary Programs - (Continued)

Name	Distinguishing Characteristics	Sponsorship	Network Affiliation	Population Served	Staff	Cost to Participants	Contact Person
OTHER							
Aspira Compadre Helper Program New York City, N.Y.	Peer Counseling & Training Program for Hispanic adults	N.Y.State Education Department		Hispanic Adults (predominately women)	Professional Trainers	No cost to Hispanic participant Training cost to counseling trainee	Hilda Rosario
New Ways to Work Palo Alto, California	Researched concept of job sharing; developed materials for individual and industry use	Federal grants Workshop fees	Catalyst	Predominately Women	16 members all job-sharers	Varies depending on service	Barney Olmsted
New York Community Training Institute Education and Career Headquarters New York City	Education and career counseling, tutoring workshops. Educational Brokering. Training in preparation of Life and Work Portfolio	State Agencies Grants and Contracts	Catalyst	Men and Women	Professional	No costs	Charles H. Moore, Jr., Executive Director

Needed Research

The newness of the movement to establish programs for educational and employment counseling (most programs were begun after 1970) and the speed with which programs have become operational explains, to some extent, the trial and error approach which characterizes even the most successful. Also, because the changes in technology have come so swiftly and certain social modes have shifted dramatically*, intervention strategies have not kept pace with the need for them.

Current study into life cycle stages and tasks is beginning to provide one dimension of the knowledge required by Center personnel. Other research is required if information and techniques can be made available to those who assume the advocacy role.

The following list suggests a few of the essential studies:

1. Evaluation of current counseling practices to identify effective methods.

2. Linkage of computer programs across state lines so that an individual in one state can learn of employment opportunities in other states.

3. Curricula for training advocates which encompass the range of skills and knowledge required.

4. Development of a formalized system for evaluating life experience in terms of academic credit.

5. Development of a formalized system for translating work skills from one arena to another.

6. Examination of work attitudes which relate to career motivation.

7. Development of new assessment instruments for interest and aptitude testing.

8. Exploration of how complex systems operate with the purpose of understanding how to effect collaboration and coordination.

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* The influx of women in the labor force is a significant indicator.

9. Development of directories--locally, regionally, and nationally--which will serve as resources for counselors and participants themselves.

10. Analyses of cost effectiveness of various delivery modes.

11. History, training, effectiveness, and future of those trained as peer, paraprofessional or volunteer counselors.

12. Examination of characteristics of special populations and development of training and counseling aids most appropriate to their needs.

13. Strategies for reaching rural populations.

Summary

The Adult Advocates Study, now in its second year, is undertaking some of these research questions, particularly the design and application of a Training Model for professionals who teach, train, and counsel adults.

A secondary objective is to encourage coordination and collaboration among networks at the national level and among programs locally and regionally. With this goal in mind, the project will sponsor a national network coalition workshop and subsequent regional conferences.